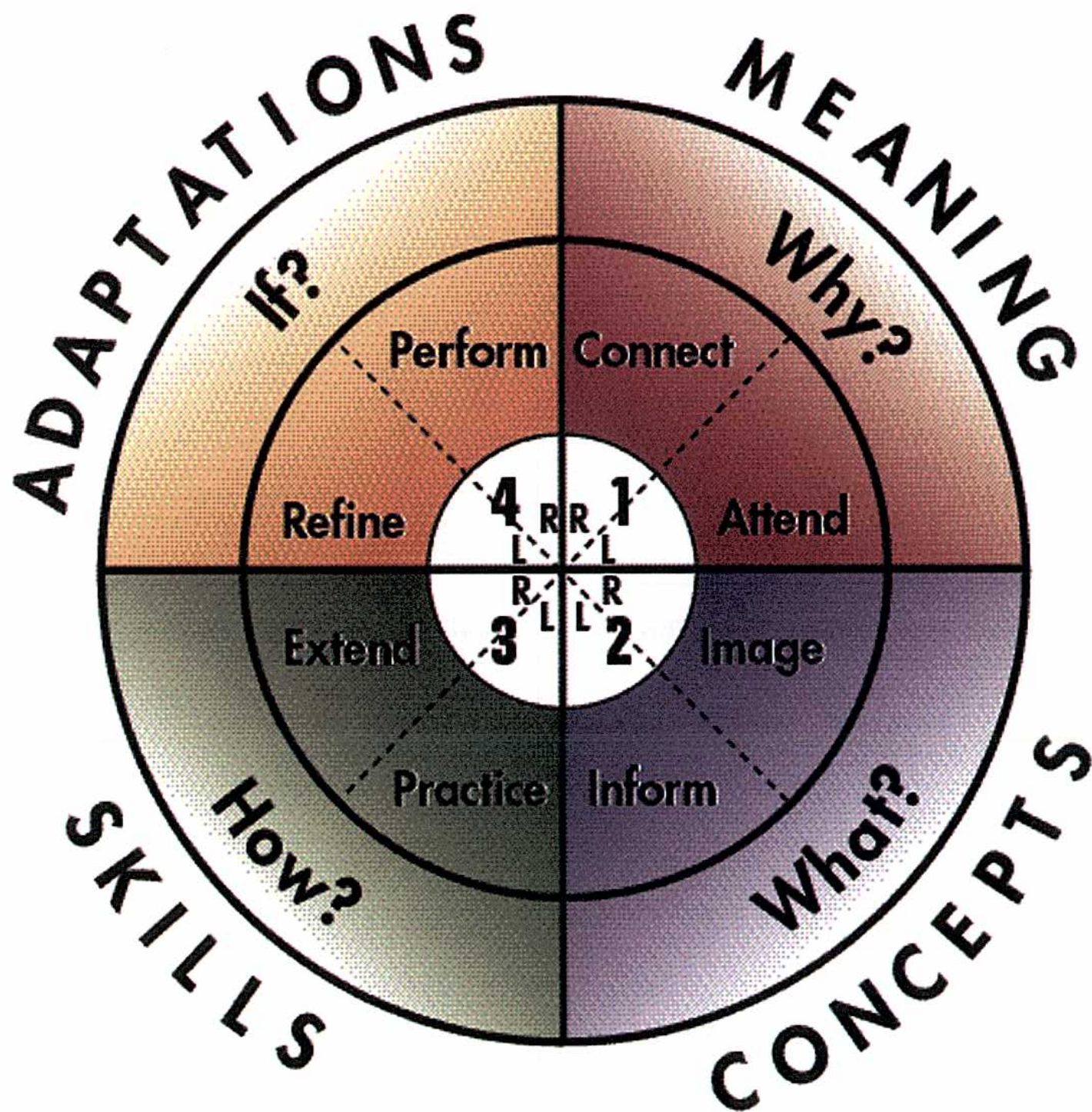


THE 4MAT® SYSTEM



Learning Style Characteristics

Dynamic Learners – Type Four

- Seek hidden possibilities
- Need to know what can be done with things
- Learn by trial and error, self-discovery
- Enrich reality
- Perceive information concretely and process it actively
- Adaptable to change and relish it, like variety and excel in situations calling for flexibility. Tend to take risks, at ease with people but sometimes seen as pushy. Often reach accurate conclusions in the absence of logical justification.
- Function by acting and testing experience
- **Strength:** Action, carrying out plans
- **Goals:** To make things happen, to bring action to concept
- **Favorite question:** "What can this become?"



Imaginative Learners – Type One

- Seek meaning
- Need to be involved personally
- Learn by listening and sharing ideas
- Absorb reality
- Perceive information concretely and process it reflectively
- Interested in people and culture. They are divergent thinkers who believe in their own experience, excel in viewing concrete situations from many perspectives, and model themselves on those they respect.
- Function through social interaction
- They are idea people
- **Strength:** Innovating and imagination
- **Goals:** Self-involvement in important issues, bringing unity to diversity
- **Favorite question:** "Why or why not?"



Common Sense Learners – Type Three

- Seek usability
- Need to know how things work
- Learn by testing theories in ways that seem sensible
- They edit reality
- Perceive information abstractly and process it actively
- Use factual data to build designed concepts. They need hands-on experiences, enjoy solving problems, resent being given answers, restrict judgement to concrete things, have limited tolerance for "fuzzy" ideas. They need to know how things they are asked to do will help in "real life"
- Function through inferences drawn from sensory experience
- **Strength:** Practical application of ideas
- **Goals:** To bring their views of the present into line with future security
- **Favorite question:** "How does this work?"



Analytic Learners – Type Two

- Seek facts
- Need to know what the experts think
- Learn by thinking through ideas
- They form reality
- Perceive information abstractly and process it reflectively
- Less interested in people than ideas and concepts; they critique information and are data collectors. Thorough and industrious, they will re-examine facts if situations perplex them. They enjoy traditional classrooms.



- Schools are designed for these learners
- Function by adapting to experts
- **Strength:** Creating concepts and models
- **Goals:** Self-satisfaction and intellectual recognition
- **Favorite question:** "What?"

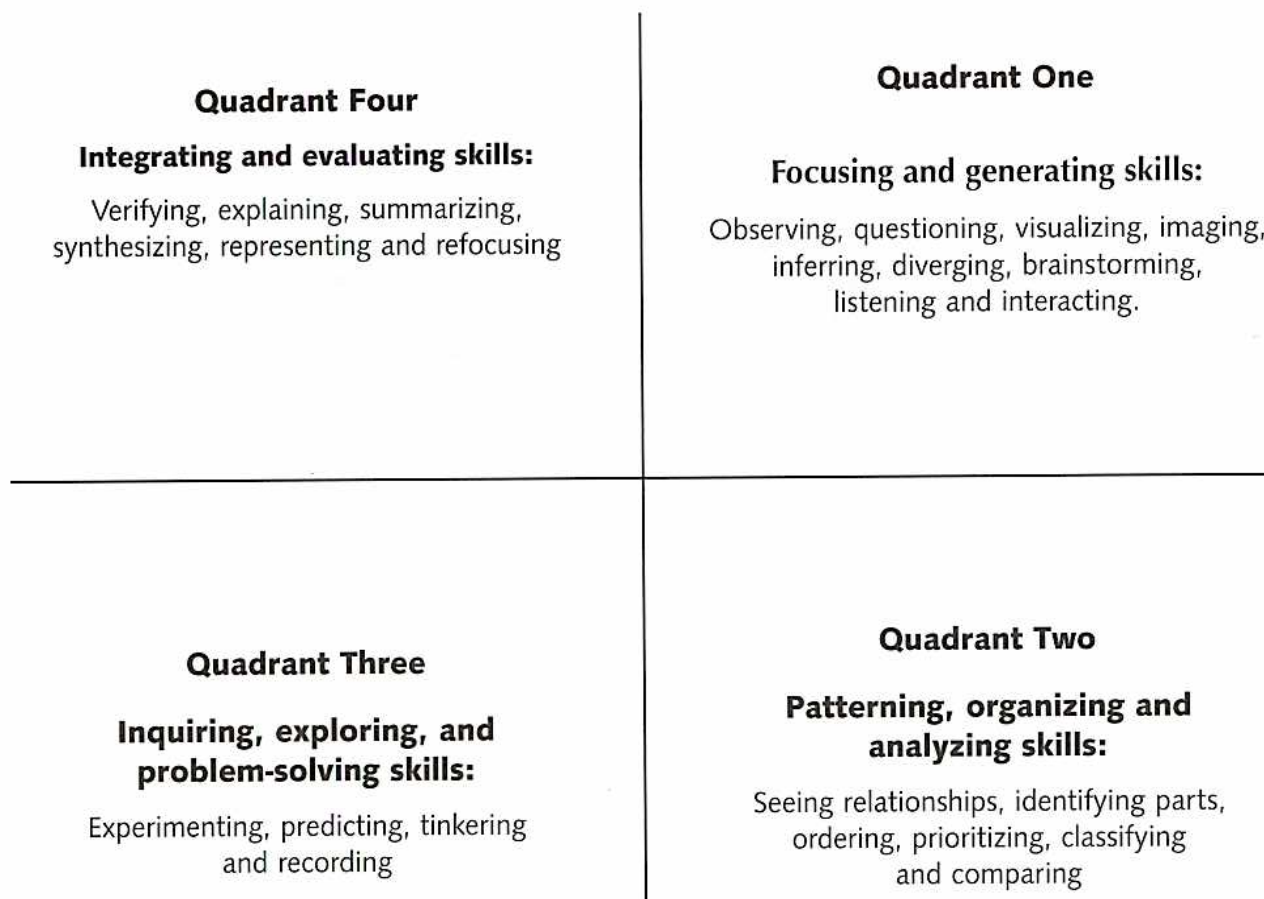
What is 4MAT?

In addition to identifying the four major elements of learning (meaning, concepts, applications and creations), we believe that teachers need to use both left and right mode teaching strategies. Most schools emphasize left mode thinking. Left mode thinking is sequential, segmental, and essentially verbal. Even though verbal forms of instruction (in which teachers talk and students listen) are a major part of excellence in education, students also require other kinds of processing strategies.

These strategies are attributed to the right mode, synthesis-finding and creating spatial relationships, using images, perceiving wholes from collections of parts, hands-on explorations and many dimensions of nonverbal reasoning. In learning, it is the balance of both modes—so essential for excellence — that educators must seek.

Once right and left mode strategies (strategies that encourage students to both analyze and synthesize information) are added to the four quadrants, an eight step model emerges that is best summarized with the following eight words: Connect, Attend, Imagine, Inform, Practice, Extend, Refine, and Perform.

When teachers use the 4MAT instructional design, they develop the following skills in their students:

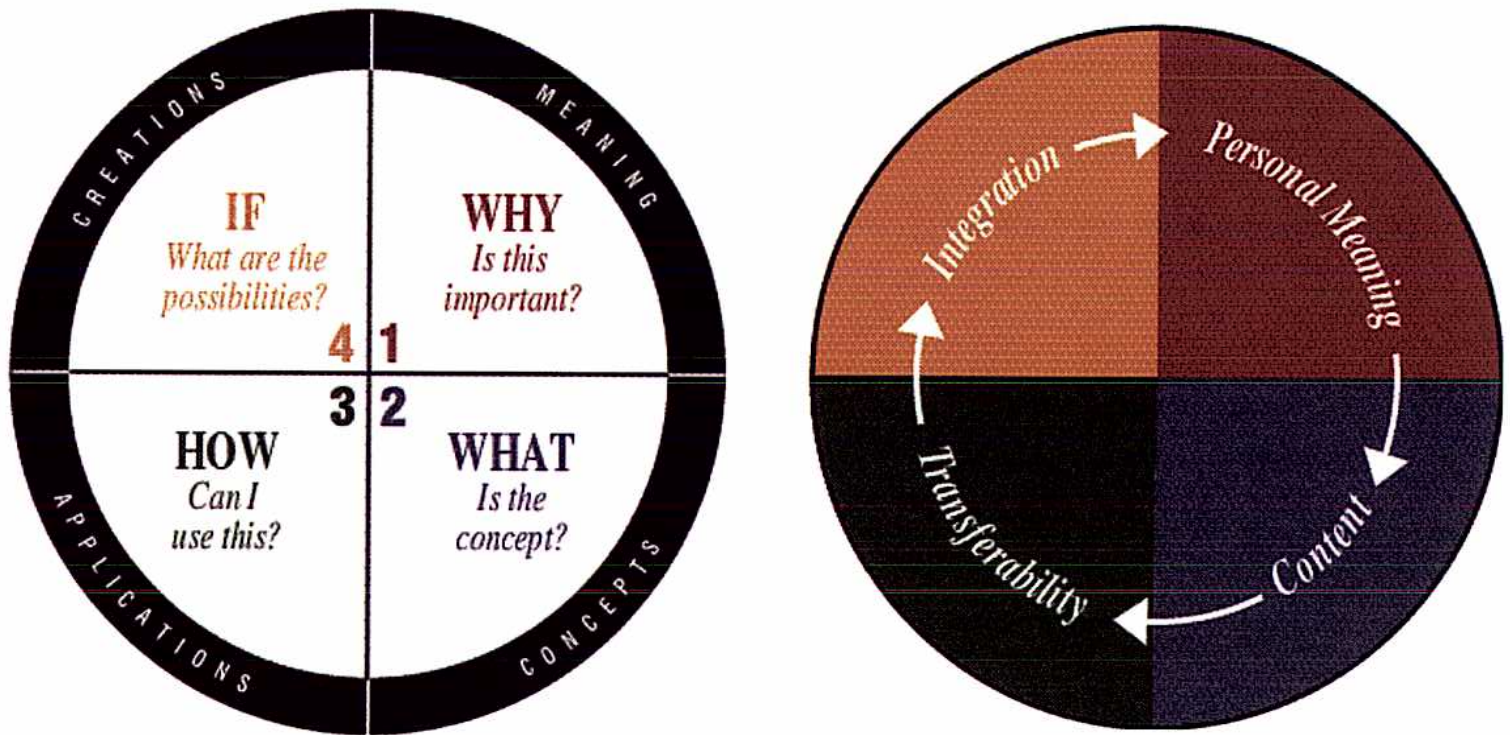


An effective instructional sequence requires learners to develop a broad range of skills. And by widening the methods for measuring and displaying learner performance, everyone has an equal chance to succeed in learning.

Overview of 4MAT Model of Instruction

The 4MAT Model of Instruction

4MAT is an open-ended learning model that offers teachers a method for broadening their delivery of instruction, and it specifically encompasses strategies that appeal to the diverse approaches students have to learning. This method requires that teachers break out of the traditional lecture approach to lesson design by using more active learning processes and strategies as well as the more reflective modes of teaching. The basic premise of 4MAT is that while students favor different places on the 4MAT cycle according to their styles, they all need to go through the four major steps when learning anything. This is illustrated in the following diagram. Students should understand:



What is 4MAT?

We believe that successful learning combines all four of these elements. It begins through the creation of personal meaning for students, proceeds to conceptual understanding, application follows, and finally integration results. The learning styles of students result in varying levels of learner comfort as they move through the cycle. Students experience their most comfortable place, while being stretched to learn in ways that are more challenging for them.

4MAT offers teachers a framework for designing instruction that helps students...

- Construct their own meaning.
- Create meaningful, coherent representations of knowledge.
- Link new information with existing knowledge.
- Engage in an active process that allows opportunities for self-expression, group-work, discussions, applications of knowledge and personal, creative representations.
- Become critically involved in learning and to have input in the learning.
- Become more actively involved in the learning process.
- Represent knowledge in multiple ways.

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